Present: Stacy Reeder, Mona Ryan, Joyce Brandes, Libby Ethridge, Cecelia Brown, Sherry Cox, Neil Houser, Ji Hong, William Frick, Lisa Monroe, Rhonda Goolsby, Cheryl Walker-Esbaugh, Teresa Bell, Donna Abraham, Kyungwon Koh, John Covaleskie, Tim Laubach, Jiening Ruan, Charlene Dell, Terri DeBacker and Jamie Aldridge.

Approval of the Minutes – The minutes are distributed electronically. There were no suggested revisions. Minutes considered approved.

Information Items

1. **Global Perspectives Passport** – Terri DeBacker reported to members that President Boren and Dean Garn have made a push towards to getting more of our students to study abroad. She told members more information on opportunities for faculty in our College to teach abroad will be addressed at the faculty retreat on September 14. Terri said it is recognized that not all students will be financially able to study abroad, so Jennifer Robinson, JRCoE Study Abroad Advisor, wanted to extend an opportunity to those students to still develop a global perspective. The Global Perspectives Passport will encourage JRCoE students that cannot travel to engage in opportunities in and around campus that will expose them to students of different nations. The students will accumulate points for attending these activities on campus and once students earn 100 points they will earn their “Global Perspective Passport”. Passport holders will be allowed to wear a special cord at graduation.

2. **Book study – facilitators needed** – Terri DeBacker informed members the College is encouraging faculty members to engage in book studies with our students. She shared that should be a fun activity for volunteer faculty facilitators to work with volunteer student readers. The basic idea is to choose a book related to education and choose a time to meet. Terri reported last semester Dean Garn and herself had a book study with undergraduates, which met five times. At the first meeting, the students were given their books purchased by the College and divided the book into quarters. The following meetings were held every two weeks with about 50 pages being discussed at each meeting. She communicated it was a great experience for everyone. Anyone interested in the book studies can visit [http://ed.ou.edu/book-study](http://ed.ou.edu/book-study) to sign up.

3. **Portfolios are required for graduation (1-3) as well as certification (1-4)?** – Terri DeBacker described a situation that came up last spring with a student who was in a program that still had interning as a graduate component. The student decided to leave the program after completing the bachelor’s degree without doing the internship and was under the impression that he did not have to do anything with the portfolio. Terri reported that she discussed the issue with the certification area chair and it was decided that checkpoints 1, 2 and 3 all occur before internship and should be required for graduation with checkpoint 4 being required for certification. EPD members agreed that this was accurate.

4. **JRCoE Beginning Teacher Mentoring Program – mentors needed** - Terri DeBacker reported that Dean Garn has received some money from OCTP and possibly other sources to continue a variant of the Resident Teacher program in house. She informed members we are in the process of trying to locate TE-Plus students that graduated last year and offer them the opportunity to have an OU faculty member as a mentor. Terri explained to members that faculty members wanting to participate in the Mentoring Program must participate in one of two 4-hour workshops. She reported there will be two workshops. The first workshop will be Friday, August 24th and the second will be Friday, August 31st. A third workshop has been added on September 7. Faculty can sign up to participate for one of the workshops at [http://ed.ou.edu/btmp](http://ed.ou.edu/btmp). Terri informed member there will be a $500 stipend per committee.

5. **Mapping the new TI study - a “uniquely JRCoE endeavor” with wide faculty involvement** – Terri DeBacker shared with members that NCATE is thrilled that we are a “Transformation Initiative” (TI) school, but our current study really doesn’t meet their expectations for wide faculty involvement. To better meet this expectation she will be looking for faculty members interested in doing research on teacher education to participate in a program of research (not necessarily a single study) that captures people’s interests and talents and contributes to the research base on teacher preparation. This will be the topic of one of the sessions at the faculty retreat.

6. **Supervised practicum – OCTP has not yet given approval** – Terri DeBacker announced the OCTP is still considering whether we can do supervised practicums.

7. **Teacher Leader Effectiveness** – Terri DeBacker informed members that OCTP is offering some workshops on the TLE Models. These are the models that public schools are using to evaluate their teachers. The two models being used most commonly in Oklahoma are the Marzano Model being used by Norman Public Schools and the Tulsa Model being used by most all other public schools in Oklahoma. The College can send 4 faculty members to each training session. Terri passed a hand-out around the room and asked members interested to sign up for the session they are interested in attending. Dates and locations for the Tulsa Model are September 10, 2012 in Oklahoma City at Southern Nazarene University and September 11, 2012 in Tulsa at Oral Roberts University. For the Marzano Model sessions are available September 24, 2012 at Oklahoma City University and on September 21, 2012 at Oral Roberts University. Contact Terri ASAP if you wish to attend a workshop.
**Business Items**

1. **Embrace the D!! (fight grade inflation)** – Terri DeBacker reported there are some indicators the College might have some grade inflation problems. She reported this past year the OU Daily ran a story about grade inflation and reported that JRCOE had the highest GPA on campus. The clear implication was that our grades were inflated. She also shared that College data shows that a startling number of our undergrads graduate with some form of distinction. Terri told members the NCTQ is using open records requests to get grade records from colleges of education and then publishing those grade reports. Terri asked faculty members not to be afraid to assign a student the grade they deserve and be sure their grade fits the student’s performance. We do not want to be caught recommending students we do not feel good about, and a record of all students having all As and Bs will not play well in public forum.

2. **Embrace the other D!! - dispositions** – Terri DeBacker informed members that for a number of reasons the College needs to start measuring student dispositions. One reason they need to be measured, but not the main reason at hand, is because this is one area for improvement mentioned in our NCATE report. Terri shared that one of the goals for this year is to consider measuring dispositions and figure out how to do it. She stressed to members the importance of measuring dispositions and documenting that information is to either help students to become better teachers or counsel them into another field before it comes time to recommend for certification. Terri acknowledged that it might be difficult to have something in place by January, but hopes to have a model by the next academic year.

3. **Establish task forces to address 2012-2013 goals** – On the second page of the agenda, Terri had a list of “Have-to” task forces and “Want-to” tasks forces that she would like to have established.

**Have-to’s:**

1. **Assessing dispositions throughout TE-PLUS program** – Refers to discussions above regarding “Embrace the Other D!!
2. **Portfolios** – Terri revealed that portfolios were an area the College received an AFI in our state report. They were happy with some of the certification area portfolios, but we didn’t have a uniform process. The State was quite concerned they could not feel confident that students were getting feedback on their portfolios throughout the program. Terri also reported in the NCATE exit interview they were not completely happy with the kinds of assessments we were gathering. They wanted more student performance assessments and not just how they are aligning with our roles and goals. The NCATE suggestion was to include “signature assignments”. These would be key assignments in key classes that every student would do and it would always go into their portfolio.
3. **Review of “streamed” issues** - Terri DeBacker told members a task force is needed to systematically go through the courses in the program and identify exactly where we are streaming the following issues and where gaps have evolved.
   a. Classroom management
   b. Multiculturalism
   c. Learning differences/disabilities
   d. Parent and community involvement
   e. Poverty (urban and rural)
   f. Reading and writing in the content area
4. **Plans for addressing AFIs in NCATE and State reports** – Terri DeBacker shared with members a task force may be needed to address AFIs in the NCATE and State reports.
5. **NCTQ is investigating criteria for clinical faculty (CTs and university supervisors)** – Terri DeBacker told members that NCTQ is investigating criteria for clinical faculty. She is not sure who is considered clinical faculty - university supervisors and cooperating teachers? Terri divulged when preparing for NCATE last year we had all the information and she ended up submitting a 3 page table because every certification area has different criteria. Some of them were laid out really well and some were not. She would like a task force to give some attention to the questions below:
   a. Can we standardize criteria for each across program areas?
   b. What criteria for each? (three years teaching experience, masters degree, National Board Certified, etc.)
   c. How do we train CTs and supervisors?
   d. How do we evaluate CTs and supervisors?
   e. Make better use of very strong recent grads

**Want-to’s:**

1. **Urban Institute** – Terri DeBacker told members she has visited with Bryan Duke, the Associate Dean for Teacher Education at UCO, about their Urban Teacher Prep Institute. She feels this would be a simple program to implement and would be very beneficial to our students. At UCO, students apply to the Institute in the middle of their teacher preparation program and are accepted as cohorts. The major difference with the Institute is students intern for a whole year, instead of one semester. They have special once a month seminars and specially trained university supervisors with their placement being in Oklahoma City. They are typically in the same classroom for the whole year, although occasionally if a student wants a middle school and high school experience they will try to arrange for that. They continue to support these interns into their first year of teaching. Oklahoma City Public Schools would love for OU to map on and be a partner. Terri announced that Karl Springer, Superintendent of Oklahoma City Public Schools, has said that he will hire every student that completes the Urban Institute (unless there is a problem during the internship).
2. **Rural Institute** – Terri expressed her excitement about the possibilities of the Urban Institute, but was also thinking that Oklahoma has tons of rural schools in need of specially trained teachers. This made her think if we could to a Rural Teacher
Prep Institute. Terri expressed that it couldn’t exactly parallel the Urban Teacher Prep Institute because we would almost have to start by forming a consortium of rural districts who would then be our site for placements and supervision. She indicated that we might need to start with a needs analysis to see if there is interest.

III. **“Standardized adults” for simulations** – Terri DeBacker shared that she visited with the OU Medical College this summer for assessing student learning. One of the things they showed them was their training facility where doctors practice their skills. You walk in part of it is set up like a doctor’s office and the other part is set up like a waiting room with cameras. The cool part is they hire people to be standardized patients. They train the standardized patients to report specific symptoms. The other thing they train the “patients” to do is evaluate the quality of the medical exam they were given by the medical students. Terri noted that we already have ways to have our teachers and principals work with kids, but this might be a good technique for practicing parent-teacher meetings, phone calls from angry parents, IEP meetings, etc. She went on to say that we have experienced teachers in our Graduate Programs that we could train to be standardized adults to work with our teacher and principal candidates.

IV. **Instructional Rounds** - Terri DeBacker admitted to members the idea of Instructional Rounds will definitely take more ground work. Instructional Rounds are based on medical rounds. It is an idea they have been doing at Harvard Graduate School of Education for more than a decade. The goal of instructional rounds is to talk about learning and instruction in an open minded way with a group of diverse people. The Harvard model happens on a Saturday morning once a month and it is a group of people that get together with one person brings authentic work. The person starts out by talking about what sort of teaching or learning the artifact represents. Then conversations begin about what can be learned about students, learning and interpretation from the work. The people in the group are practicing teachers, teacher education faculty, building administrators, and administration faculty that don’t often have the opportunity to talk together substantively. Terri expressed the conversations build some interesting and useful intellectual ties among people who can really help each other. She reiterated pursuing this will take a lot of ground work so that the early sessions would be successful.

Terri then asked if any of the members were interested in volunteering for the “Have-to” and/or ”Want-to” task forces. Volunteers were:

i. **Assessing Dispositions** – Lisa Monroe; Joyce Brandes
ii. **Portfolios** – Stacy Reeder; Charlene Dell
iii. **Review of issues that we say are streamed throughout TE-Plus** – Rhonda Goolsby; Jiening Ruan, Ji Hong
iv. **NCTQ investigation of criteria for clinical faculty CT and University supervisors** – Terri DeBacker
v. **Urban Institute** – Rhonda Goolsby; John Covaleskie (pending acceptance)
vi. **Rural Institute** –
vii. **“Standardized Adults” for simulations** –
viii. **Instructional Rounds** – Bill Frick

Terri encouraged members to solicit colleagues to serve on a task force. She stressed these were not only for members in the EPD Council.

4. **Can we align supervisor training with JRCOE mentor training so FE students and interns receive consistent feedback?** – Terri DeBacker explained that JRCOE mentor training will incorporate the newly adopted TLE models. She wondered if we want to work toward having university supervisors base their work with JRCOE students in the TLE models as well. EPD members did not think this was a good idea for a number of reasons. First, interns are already evaluated using a common JRCOE evaluation as well as a SPA-specific evaluation. They are also evaluated against state standards. Faculty were reluctant to burden interns with an additional evaluation. Stacy Reeder suggested that we might start by reviewing the JRCOE evaluation instrument to determine the degree to which it was consistent with TLE or could be brought into alignment with TLE. Second, it was also noted that university supervisors would not, themselves, be familiar with the TLE. Furthermore, they are not necessarily in a setting where they will develop familiarity (e.g., many are retired teachers). Lisa Monroe and Ronda Goolsby indicated they were incorporating TLE into their capstone courses. Bill Frick suggested having a seminar or workshop to make sure our students are familiar with the general expectations of the TLE models. In the course of the discussion it was revealed that cooperating teachers were not always good models, and that we could not always control who our interns were placed with. These issues related to cooperating teachers require further attention.

5. **Issues related to study abroad** – Terri DeBacker reported in order to get more of our students to study abroad, Dean Garn wants the College to offer required courses overseas and to offer them in pairs. The model that the College wants to go with is two professors, two courses with at least one of the courses being required. Among the various courses to be taught overseas next summer is Barbara Greene and Terri DeBacker to teach EIPT 3473 and EIPT 3483 paired in Amiens, France. Terri explained that one of the issues is that our students will not be able to complete 30 hours of field experience for EIPT 3483 in Amiens, because schools in Amiens close the end of May. Terri wanted members to consider exceptions for students studying overseas. Members expressed approval of making exceptions for students studying in Amiens, noting that there will be a number of excellent experiences that will be beneficial to the students. The second issue Terri noted to studying abroad was allowing student to bend the professional sequence. It was noted that this past summer there were students that had a similar bend in the sequence, but the outcome turned out fine. Members we in favor of the break in the sequence for students studying abroad.

6. **Can we get interns into their classrooms for day one?** – Terri DeBacker asked member to think about getting our interns into the classroom on day one. She reported to members the idea came from reviewing interviews from 1st year teachers
participating in the TI Study. She shared that a number of the 1st year teachers stated they had no idea how to set up routines, set up a room and get through day one. They shared as an intern schools started before OU did and they didn’t go in early observe or help their cooperating teacher. Terri acknowledged that some cooperating teachers don’t want their intern assisting in their classroom until a week or more into the semester. If we cannot require students to be in the classroom day one, can we at least encourage it? And can we lay some ground work with cooperating teachers, to allow students to at least stand in a corner to watch them get through day one. One idea was to have teachers that we have confidence in video themselves on day one setting up their classroom. Another piece of the puzzle to be considered is when the public schools start in relation to OU. It was noted that getting the interns in the classroom on day one will only affect students in the fall. Students interning in the spring will not ever have the opportunity to observe day one. An idea that did come to the forefront in discussions was a model offered by some universities called an “August Experience” – wherein students observe veteran teachers as they prepare for (and get through?) day 1.

**Reports**

1. **Student Advising** - Sherry Cox reported Advising had over 90 that sign up for full admission in August and approximately 70 completed the process. She reported they felt fall admissions would be smaller since the conditional admit implementation in March, but instead we are booming with students that want to be teachers. She reported the new admits appear to be of high quality. Sherry informed members they have several new initiatives to recruit teachers of even higher quality and will be enlisting some of the faculty to assist help as they try to recruit the top students coming into OU.

2. **Certification/residency/field experiences** – Jamie Aldridge reported she has been receiving the registration forms for the EIPT 3483 field placements and finalizing internship placements.

3. **OECTE/OCTP/OSRHE** – Terri DeBacker reported that Linda Reed resigned as Director at OCTP. Teena Nations was hired as the new Director, but recently passed away suddenly. This has put Renee Launey-Rodolf into the Director position. She shared that all of this comes at a time they are being rolled into a new entity. They are being merged with the Office of Accounting and Assessment.

Due to time constraints the remaining agenda items were tabled for the September meeting.

**Other Business**

Next month – results of FE and intern evaluations

The meeting adjourned at 10:00 a.m.